

LLT895 ESL Classroom Practices (Lesson Plan: Geography–Travel)
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A Trip to New York City

Topic: Geography – Travel

Target: Low-Intermediate Level of 20 Adult Learners of English

Time: 2 hours

Objectives:

1. Students will be able to understand past and present participles as adjectives and use them correctly.
2. Students will be able to understand phrasal verbs and use them correctly.
3. Students will be able to identify unknown words while listening.
4. Students will be able to discuss places they want to visit in New York City and put their ideas in writing.
5. Students will be able to develop travel plans to New York City.
6. Students will be able to discuss their opinions of the travel plans.

Supplementary materials:

1. PowerPoint Slides
2. Map of New York City (Appendix 1):

<http://www.lonelyplanet.com/maps/north-america/usa/new-york-city>

3. Video clip:

http://www.youtube.com/watch?v=qgQ7z_j1IG0&feature=channel

4. Video clip script (Appendix 2)

5. The past and present participles worksheet (Appendix 3):

<http://www.sdc.uwo.ca/writing/handouts/Participles%20Used%20as%20Adjectives.pdf>

6. Audio clip:

<http://www.esl-lab.com/newyorktravel/newyork-travelsc1.htm>

7. New York City travel schedule worksheet (Appendix 4)

8. Audio clip script (Appendix 5)

9. Audio comprehension checks worksheet (Appendix 6)

10. Matching game activity (Appendix 7):

<http://www.aviewoncities.com/nyc/nycattractions.htm>

<http://gonyc.about.com/od/bestofnewyorkcity/tp/topattractions.htm>

<http://www.citysightsny.com/category.php?id=11>

11. Planning a trip to New York City activity (Appendix 8)

Procedure:

1. (15 min) Warm-up and schema building activities

- A. The teacher greets the students and takes attendance.
- B. The teacher shows several pictures of New York City (e.g., the Statue of Liberty, the Empire State building, etc.), using PowerPoint slides.
- C. The teacher asks the students what the pictures are and where they are.
- D. The teacher introduces today's topic, "a trip to New York City."

- E. The students are divided into groups of three or four.
- F. The teacher asks several schema-building questions on the PowerPoint slides (e.g., Have you ever been to New York City? What was good about it? What was bad about it? What were interesting things to do in New York City? If not, where do you want to visit in New York City and why?) and asks the students to think of any related words or phrases to the questions.
- G. The teacher writes key words from the students' answers on the blackboard.
- H. The teacher gives the map of New York City (Appendix 1) to the students and asks the students to circle the places that they have visited or want to visit.
- I. The teacher has the students write freely what they are going to do if they go to New York City the following week.
- J. The students share their plans in groups.

2. (25 min) Listening, grammar and vocabulary activities

- A. The students watch the video clip and circle what they have seen on the map.
- B. The students watch the video clip again and check the places that they have circled.
- C. The teacher gives the script with blanks based on past and present participles as adjectives (Appendix 2) to the students.
- D. While watching the video clip, the students are asked to fill in the blanks.
- E. In groups, the students compare their answers and the teacher gives the correct answers on the PowerPoint slides.
- F. The teacher explains the past and present participles as adjectives, using the sentences in the script.
- G. The teacher gives the past and present participles as adjectives worksheet (Appendix 3)

to the students.

- H. The students individually choose the correct participle forms and compare their answers in groups and the teacher checks the answers with the class.
- I. The teacher checks if students comprehend the past and present participles as adjectives.
- J. The teacher checks if there are unknown words in the script, lists them on the blackboard and explains the meaning of each word.

3. (25 min) Listening and vocabulary activities

- A. The students listen to the audio clip and are asked to fill out the chart (Appendix 4) that has the information about the New York City travel schedule.
- B. The students watch the video clip again and check the travel schedule chart that they have filled out.
- C. The students are divided into groups of three or four and talk about what they have written.
- D. Each group receives the audio clip script (Appendix 5).
- E. While listening to the audio clip again, the students fill in the blanks based on phrasal verbs.
- F. The teacher moves around the classroom to assist the students and check if there are unknown words.
- G. The students individually complete the passage with the correct phrasal verbs and compare their answers in groups, and the teacher checks the answers with the class.
- H. The teacher checks if there are unknown words in the script, lists them on the blackboard and explains the meaning of each word.
- I. The teacher gives the students the comprehension check questions worksheet (Appendix

6).

- J. While listening to the audio clip again, the students are asked to answer the comprehension check questions and the teacher checks the answers with the students.

4. (25 min) Matching game activity and decision-making activity

- A. The students are divided into groups of three or four.
- B. Each group has the 20 attractions of New York City and their information cards, respectively (Appendix 7). Each of the 20 attractions of New York City has an image and its name. The names of the 20 attractions of New York City are missing from the 20 information cards.
- C. The students match the 20 attractions of New York City with the 20 information cards.
- D. When the groups have completed the activity, the teacher has each group talk about their choices.
- E. The teacher checks the answers with the students on the PowerPoint slides.
- F. The teacher checks if there are unknown words in the 20 information cards, lists them on the blackboard and explains the meaning of each word.
- G. The students talk about what to do in New York City and discuss the reasons why in groups.

5. (25 min) Planning a trip to New York City activity

- A. The students are divided into groups of five.
- B. The teacher gives the planning a trip to New York City activity worksheet (Appendix 8) to the students.
- C. Each student in groups is assigned to one of the following five different roles.
 - i. A man/woman who will visit New York City for his/her 25th wedding

anniversary

- ii. A newly-married bride/bridegroom who will visit New York City for the honeymoon trip
 - iii. A man/woman in his/her 40's who will visit New York City with two teenage kids during Christmas holidays
 - iv. A businessman who will stay in New York City for two nights
 - v. An undergraduate student majoring in performing arts who will visit New York City for his/her field trip
- D. The students individually plan a trip to New York City based on each role with their top five attractions out of the 20 attractions discussed and talk about their plans in New York City in groups.
- E. When the students have completed the activity, the teacher has five students talk about their plans.

6. (5 min) Wrap-up

- A. The teacher checks if the students have comprehended today's lesson.
- B. The teacher talks about what the students have learned today.